south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Monthly Special Education Director Call

Special Education Programs
April 20, 2021

1

District Can Offer Continuing Education Hours

- **Carla Leingang – Office of Certification**
- If you decide to offer continuing education contact hours, you as the sponsoring agency are responsible for deciding how many hours will be awarded, issuing a certificate of completion, and keeping track of who took the class. You must determine if the information meets the following https://doe.sd.gov/certification/documents/RenewalRequirements.pdf.
- Here is a sample of the certificate we recommend using: https://doe.sd.gov/certification/documents/RF1.pdf
- We recommend that you let the participants know it is their responsibility to keep the certificate and submit it to our office when they submit their renewal applications.

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CONTINUING EDUCATION CONTACT HOURS DECISION TREE

Decision 1: Are the renewal credits completed after the issue date of the current educator certificate?
If yes, they may count toward renewal
If no, they may not count toward renewal

Decision 2: Do the renewal credits include multiple courses/trainings with identical content?
If yes, the contact hours may be counted only one time within a renewal cycle
If no, each contact hour may be counted

Decision 3: Is the trainer a school district, educational service agency, education-related organization, or health care provider?
If yes, the trainer is eligible to issue contact hours
If no, the contact hours cannot be counted toward renewal

Decision 4: Is the training education-related?
- **Does the training focus on the pedagogy of teaching?**
- **Does the training focus on a content area (math, art, CTE course, etc.)?**
- **Does the training focus on school climate?**
- **Does the training focus on the health and safety of students?**

If yes, the training may be counted as continuing education credits
If no, the training cannot be counted as continuing education credits

Decision 5: What information must be included on certificates for trainings held July 1, 2017 and forward?
- **Course title—not Professional Development (name of training or description of training)**
- **Name of agency or individual awarding contact hours**
- **Name of person receiving the contact hours**
- **Number of contact hours**
- **Date of training**
- **Location of training (can be identified as web-based training)**

If yes, all information is included on the certificate, the course may be counted as contact hours
If no, the applicant must provide documentation of the contact hours or it cannot be counted

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Disaster Relief Grant Partnership

Dr. Kari Oyen
Program Director, Assistant Professor of School Psychology
University of South Dakota

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Natural Disasters and Mental Health

- **12.6 billion-dollar disasters per year since 2019** (Horney et al., 2020)
- **1/3 to 1/2 of those affected by disasters will develop mental distress** (Horney et al., 2020)
- **Children exposed to natural disasters are at risk to develop…** (Arshad, Mughal, Giallo, & Kingston, 2020)
  - **Depression**
  - **Anxiety**
  - **Post-Traumatic Stress Disorder (PTSD)**
  - **Behavioral Disorders**
  - **Development / Learning Problems**
  - **Substance Use**
- **Parental distress is the most common risk factor and impacts negative child psychopathology** (Arshad, Mughal, Giallo, & Kingston, 2020)

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Natural Disaster Statistics

- **More than 60% of children exposed to Hurricane Katrina showed elevated PTSD symptoms** (Arshad, Mughal, Giallo, & Kingston, 2020)
- **Suicide rates are at their highest 2 years post disaster** (Horney et al., 2020)
- **United States is the most affected country, over 4 million cases, by COVID-19** (Esterwood & Saeed, 2020)
- **36% of Americans say COVID-19 is <u>seriously</u> impacting their mental health** (Esterwood & Saeed, 2020)
- Experiencing a natural disaster before age 5 significantly increases risk of mental health and substance use disorders in adulthood (Esterwood & Saeed, 2020)

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Heightened stress responses manifest in many ways:

- Development of new disorder in those with predisposition of mental health disorders
- Development of trauma or stressor related disorder
- Development of symptomatic stress response that does not meet diagnostic criteria

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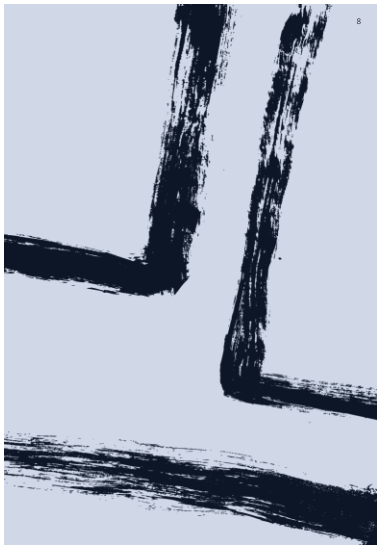
COVID-19 as a Natural Disaster

- **Current COVID-19 data suggest numerous psychological effects…**
  - **Increased alcohol use**
  - **PTSD**
  - **Anxiety**
  - **Anger**
  - **Fear of contagion**
  - **Perceived risk**
  - **Uncertainty**
  - **Distrust**

(Esterwood & Saeed, 2020)



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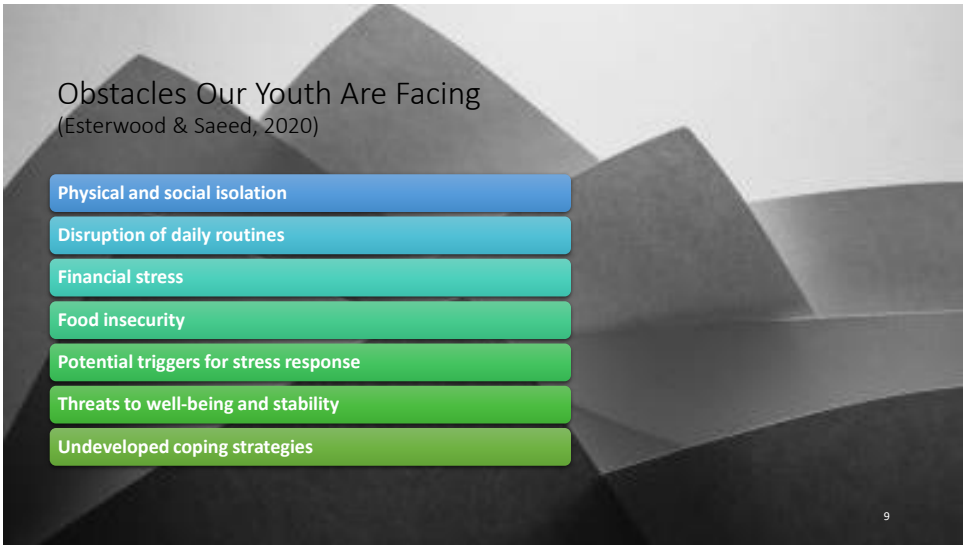
Obstacles Our Youth Are Facing
(Esterwood & Saeed, 2020)
Physical and social isolation
Disruption of daily routines
Financial stress
Food insecurity
Potential triggers for stress response
Threats to well-being and stability
Undeveloped coping strategies
9

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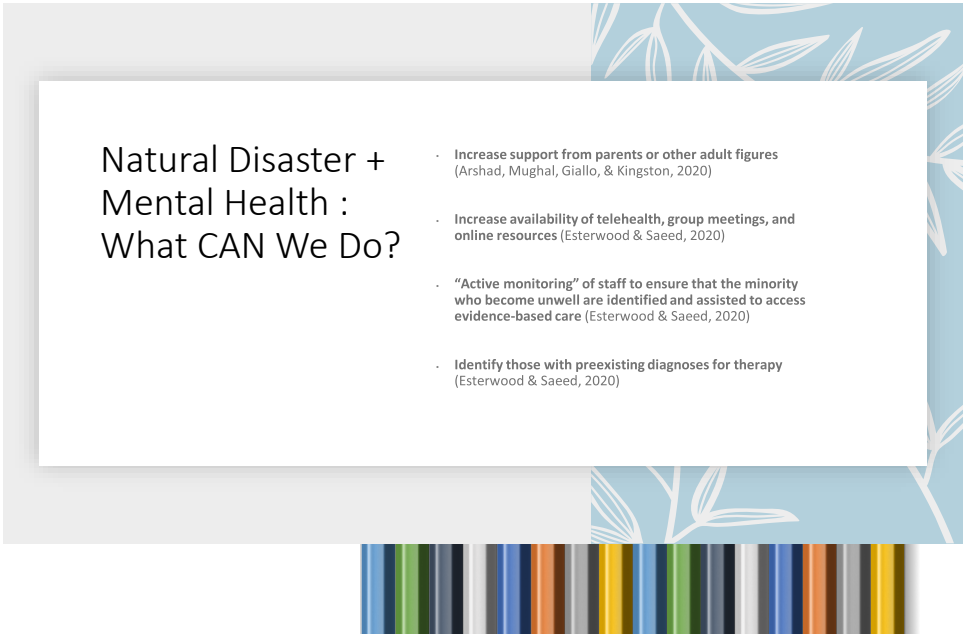
Natural Disaster + Mental Health : What CAN We Do?
Increase support from parents or other adult figures (Arshad, Mughal, Giallo, & Kingston, 2020)
Increase availability of telehealth, group meetings, and online resources (Esterwood & Saeed, 2020)
"Active monitoring" of staff to ensure that the minority who become unwell are identified and assisted to access evidence-based care (Esterwood & Saeed, 2020)
Identify those with preexisting diagnoses for therapy (Esterwood & Saeed, 2020)

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Project Goals:

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- PREPaRE Training
- Select 20 schools to serve as "Partner Districts"
- Launch a Speaker Series for school-based professionals
- Increase access to telehealth equipment for schools in need

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A Partnership: School-based Response

Target Populations

- Schools in the impacted areas

Strong families – South Dakota's foundation and our future

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Upcoming Dates:
April 26 Virtual Workshop
May 25 Face to Face Workshop

See FLYER for registration link!

PREPaRE Workshop 1

Comprehensive School Safety Planning: Prevention through Recovery

- **1 day workshop from 8:30-4:30pm**
- **Components of Training:**
  - Establish and sustain comprehensive school safety efforts
  - Develop, exercise, and evaluate safety and crisis teams
  - Evaluate plans and conduct building vulnerability assessments
  - Integrate school personnel and community providers in school-based crisis preparedness and response activities
  - Additional Topics include social media, communication, reunification, students with special needs, culture, and memorials
- **Who Should Attend:**
  - Anyone you would want to serve on your School Crisis Preparedness and Response Team. This likely includes Administrators, Special Services Directors, School Psychologists, School Counselors, At-Risk Coordinators, Administrative and Support Staff, School Resource Officers, etc.

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Upcoming Date:
May 26 & 27 Face to Face Workshop **See FLYER for registration link!**

PREPaRE Workshop 2

Mental Health Crisis Interventions:
Responding to an Acute Traumatic Stressor in Schools

- **2 day workshop from 8:30-4:30pm both days**
- **Components of Training:**
  - Develop knowledge and skills to provide immediate mental health crisis interventions to students, staff, and school community members
  - Build a bridge between psychotherapy and trauma informed mental health response
  - Address challenges associated with trauma exposure
- **Who Should Attend:**
  - Anyone you would want responding to students and staff if a crisis has occurred. This likely includes School Psychologists, School Counselors, Other Mental Health Support in your Building, School Resource Officers, Administrators, Special Services Directors, At-Risk Coordinators, or Administrative and Support Staff.

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We are also developing PREPaRE Trainers in SD!

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PREPaRE Train the Trainer

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- To become a trainer, you MUST attend Workshop 1 and Workshop 2 in a FACE-TO-FACE format in addition to the virtual trainings that are being offered. We currently have May 25-27th planned for face-to-face workshops.
- Attend the Train the Trainer classes the week of June 14th at USD.
- Read *School Crisis Prevention and Intervention: The Prepare Model*

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Partner Districts

- 20 schools have been selected to serve as "Partner Districts"
- Required of the school:
  - Must have select employees attend Workshop 1 and 2 and commit to sharing and strengthening your school crisis plan
- Benefits to the school:
  - A $2,500 stipend will be provided to partner districts to cover the costs associated with training school-based professionals and implementing a high-quality crisis prevention and response plan
  - Follow up consultation and support from national experts on their district crisis plan

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"When Crisis Comes: Supporting Students in Schools" Virtual Speaker Series

- April 20- May 18
- Each Tuesday, 11:30-12:30 (CST)

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Speaker Schedule & Topic

- April 20- Michele Gay (Mother of a child who was killed in Sandy Hook)
- April 27- Scott Poland (Youth Suicide Expert)
- May 4- CJ Huff (School Administrator in Joplin)
- May 11- Molly Hudgens (Sycamore Schools- Crisis Prevented)
- May 18- Eric Rossen (Trauma in Youth- Covid)

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Register NOW!

- There is NO COST to participate.
- You can register once and will be allowed to attend any of the speaking engagements.
- Only those who have pre-registered will have access to the recorded Zoom for 1 week.
- **https://tinyurl.com/CrisisSeries**

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Effective Practices

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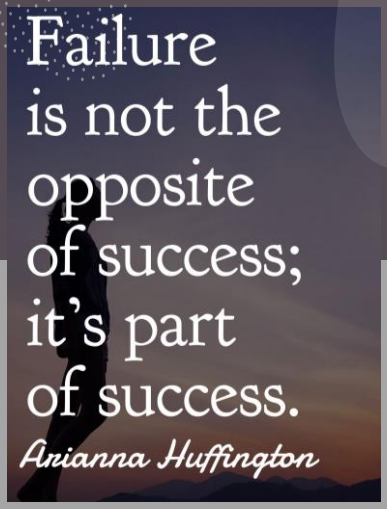
April Behavior Tip



Success Motivates!

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TOYOTA
MU
TOYOTA
XIPYEGON
LONDON 2017
TOYOTA
HASSAN
LONDON 2017
TOYOTA
SIMPSON
LONDON 20

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Success Creates Success

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Suspension Expulsion Data Collection

- Please have whoever is going to be entering your special education suspension data for Indicator 4 be on the Sped Director call on May 18
- Login information will be sent out that afternoon
- Please check to see if you have your login information from last year

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Extended School Year (ESY)

ESY is:

- Special education and related services that are provided to a child with a disability beyond the normal school year of the public agency in accordance with the child's IEP and at no cost to the parents of the children.

- Primarily for MAINTENANCE of skills, not the learning of or advancement of new skills or to address IEP goals that were not met during the regular instructional calendar.

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Extended School Year (ESY)

Considering ESY

- ESY must be considered for ALL students, regardless of disability.
- Take DATA throughout the school year. Use the data to support and justify any ESY decisions.

Collect data (at minimum):

- **At the end of the regular school year (now)**
- At the beginning of the school year
- At the time of recoupment (i.e., the date of regaining skills that had been attained by the end of the previous school year).

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Extended School Year (ESY)

Are ESY services needed for this student?

"Will the learning that occurred during the regular school year be significantly jeopardized if ESY services are not provided, thus denying the student a FAPE?"

Losses/regression of skills experienced by a student must be so extensive that when school resumes unreasonable amounts of time are needed to recover (recoup) lost skills

OR

the break in instruction/services will result in a halt in progress toward developing a critical life skill due to the timing in relation to a breakthrough period.

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ESY Checklist

https://sd.iepq.org

ESY (Extended School Year) Checklist / Decision Discussion Points

Student: _____ Grade level: _____ Disability Category(ies) _____

Related Services: _____ Spring case manager _____ Fall case manager:_____
Did the student qualify for ESY in the previous school year? ___YES ___NO ___ Not known
Did the student attend ESY in the previous school year? ___YES ___NO ___Not known

_____ 1. Is the student achieving passing grades in the regular education program, if applicable?
Comments:

_____ 2. Is the student currently experiencing success in meeting the goals and objectives of the IEP?
Comments:

_____3. When reviewing past IEP's (if available), has the child been successful at meeting IEP goals over time, or have goals been repeated over time? Explain below, if needed.

_____ 4. At the start of the current school year, was the teacher able to begin instruction at the level indicated by the current IEP in critical skills areas? (Complete and attach the ESY regression/recoupment of skills data form)

_____ 5. Was the student working on new critical skills indicated by the current IEP by the beginning of the second six-week grading period?

_____ 6. Does this student routinely display a loss of critical skills following interruptions in instruction during the regular school year, i.e. winter break and spring break (document on the ESY regression/recoupment of skills data form) ?

_____ 7. Were there mitigating circumstances that may have led to the student temporarily not meeting goals/objectives? If yes, Explain:

Are there any other individual circumstances that make the provision of ESY services critical so that this child can learn or participate in school activities upon return to school?

_____8. Have general education teachers given input on the child's progress (if applicable)?

_____9. Does the parent/guardian witness a loss of skills over the course of school breaks? What are examples the parent can provide?

_____10. What else is significant about the nature and severity of the child's disability? Could ESY services markedly slow the rate of degeneration anticipated due to a student's mental condition?

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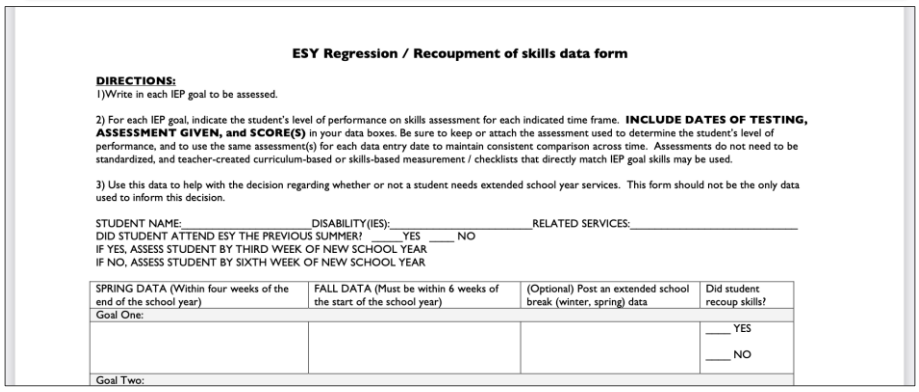
ESY Regression/ Recoupment Data Form

https://sd.iepq.org



ESY Regression / Recoupment of skills data form

DIRECTIONS:
1)Write in each IEP goal to be assessed.

2) For each IEP goal, indicate the student's level of performance on skills assessment for each indicated time frame. **INCLUDE DATES OF TESTING, ASSESSMENT GIVEN, and SCORE(S)** in your data boxes. Be sure to keep or attach the assessment used to determine the student's level of performance, and to use the same assessment(s) for each data entry date to maintain consistent comparison across time. Assessments do not need to be standardized, and teacher-created curriculum-based or skills-based measurement / checklists that directly match IEP goal skills may be used.

3) Use this data to help with the decision regarding whether or not a student needs extended school year services. This form should not be the only data used to inform this decision.

STUDENT NAME:_____DISABILITY(IES):_____RELATED SERVICES:_____
DID STUDENT ATTEND ESY THE PREVIOUS SUMMER? _____YES ____ NO
IF YES, ASSESS STUDENT BY THIRD WEEK OF NEW SCHOOL YEAR
IF NO, ASSESS STUDENT BY SIXTH WEEK OF NEW SCHOOL YEAR

SPRING DATA (Within four weeks of the end of the school year)	FALL DATA (Must be within 6 weeks of the start of the school year)	(Optional) Post an extended school break (winter, spring) data	Did student recoup skills?
Goal One:			
			____ YES ____ NO
Goal Two:			

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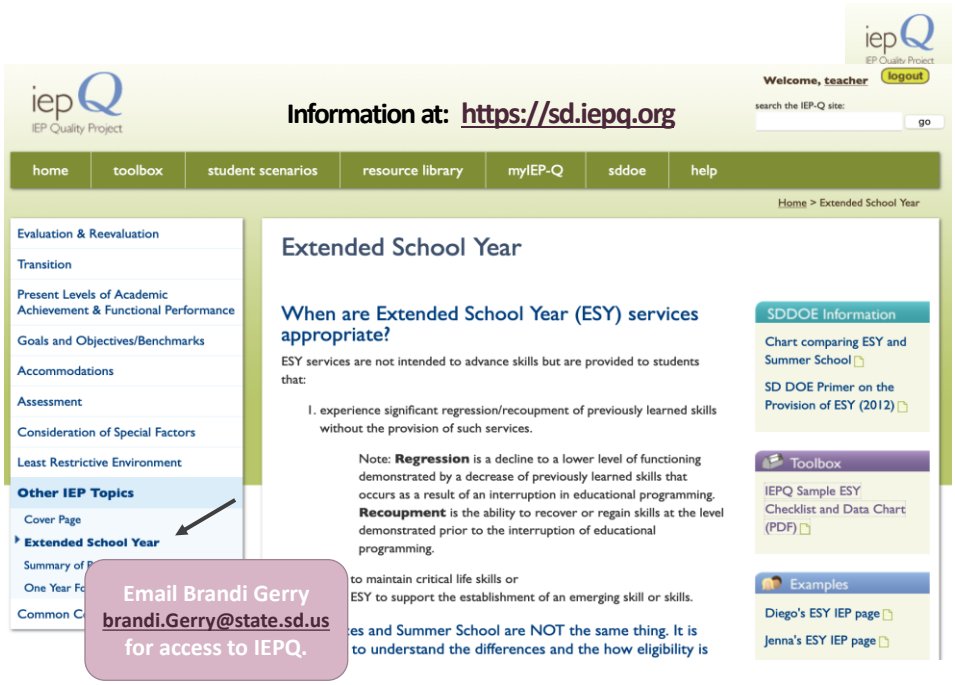

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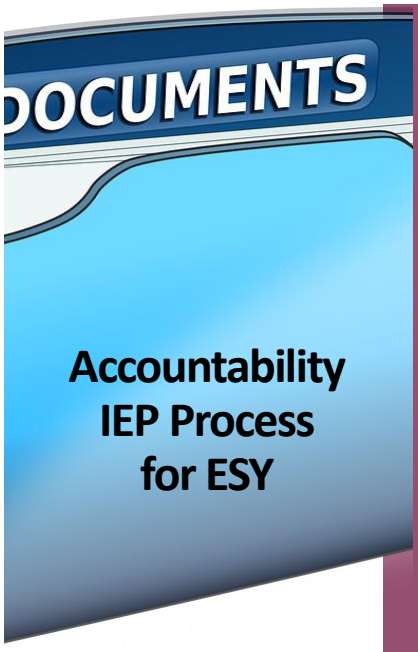

Check IEPs that indicated "determine at a later" dates

IEP Team meeting:

- IEP team must answer the question, "learning that occurred during regular school year will be significantly jeopardized if ESY services are not provided."
- IEP team must review data to make decisions especially during breaks in school year.

If yes, ESY services. Ensure identify which annual goal, frequency, duration and location of the ESY services.

Document on PPWN the amendment discussions and when the ESY services will start.

Resources:

- Extended School Year Section: https://doe.sd.gov/sped/IEP.aspx
- Extended School Year Services in Special Education Document: https://doe.sd.gov/sped/documents/SE-ExtScYr.pdf

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ADDITIONAL LEARNING OPPORTUNITIES

- Summer School, Afterschool, Enhanced Learning Opportunities – all of particular emphasis and importance related to COVID relief dollars
  - Should be available to all students or all students that meet the parameters outlined – do not exclude students solely due to disability
  - Should be available in addition to ESY services if student is eligible
  - Plan for appropriate staffing to meet needs of students with disabilities
  - Make sure staff are aware of accommodations, behavior plans, or other relevant IEP information

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IEP workshops

Fall of 2021

- Schedule is currently being determined.
- Basic, Advance, Early Childhood, Transition
  - Transition will be TSLP sponsored
- In-Person and Virtual options
- Notification of registration sent through Sped List Serve

Results Driven Accountability

- May: Internal Review (Professional Development) survey to identified Sped Director
- Internal Review Trainings recordings will be posted
- Risk Rubric:
  - Updated
- Designations

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Document Updates

Other:
Evaluation Instruments Document

Skill Based Assessments

- Skill based assessments are used to assist in determining:
  - Educational impact and need for special education.
  - Develop a data rich IEP Present Levels of Academic Achievement and Functional Performance
  - Develop measurable goals
- In Newsletter, request districts to provide examples to add to TA guide.

Wording Updates

- Clarification
  - All goals and objectives must have all the criteria
  - Duration, frequency, and location
  - Other areas will be tracked
- No major changes anticipated.

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Comprehensive Plans

- Make it about your district's process (Individualized).
- School Board Approved Yearly
- Document in IDEA Flow Through Funds update was completed

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Child Find

Components to Consider in Comprehensive Plan

24:05:32:01.01. Child find. Each district shall establish a child find process to locate, identify, and evaluate all private school children with disabilities, including religious elementary and secondary school children and children receiving alternative instruction under SDCL 13-27-3 in schools located in the school district served by the district. The activities undertaken to carry out the responsibility for private school children with disabilities must be similar to activities undertaken for children with disabilities in public schools.

The child find process shall be designed to ensure:

(1) The equitable participation of parentally-placed private school children; and

(2) An accurate count of those children.

The child find process shall be completed in a time period comparable to that for students attending public schools in the district consistent with this article.

Each school district in which private, including religious, elementary schools and secondary schools are located shall, in carrying out the child find requirements in this section, include parentally-placed private school children who reside in a state other than the state in which the private schools that they attend are located.

Each school district shall maintain in its records, and provide to the department, the following information related to parentally-placed private school children covered under this chapter: the number of children evaluated; the number of children determined to be children with disabilities; and the number of children served.

Considerations

For children, who do not attend public school – (Homeschooled, age 3-5, private school, Head Start, etc..)

- How many times per year will the district conduct child screenings?
- Who will be responsible in setting those up?
- How will it be distributed for equitable knowledge and access to screenings?
- If private school and local Head Start:
  - How will parents and staff know about child find?
  - Who will be the contact if the private school has a student believed should be evaluated?

Other Information to Consider

- How will the district track the referrals?
- Who will be responsible to for completing the referral process?

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Special Education Data

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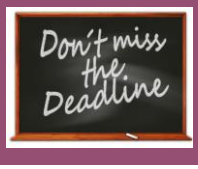
BDI-Flowchart-7.pdf (sd.gov)

Indicator 7 Data

BDI-2 Data

Entry into the BDI-2 Data Manager by July 1, 2021



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Early Childhood Outcomes

Percent of preschool students 3-5 with IEPs improve:

A. Positive social-emotional skills
B. Acquisition and use of knowledge and skills
C. Use of appropriate behaviors to meet needs

Indicator access points:

- BDI-2 Entry and Exit scores through BDI-2 Data Manager
- Child count report from Infinite Campus verifying information for students 3-5 years of age – do not enter students into Infinite Campus if they are in Part C (Birth-3 Programs)

Logon (sd.gov)

Special Ed State Performance Plan, SD Department of Education

- Indicator 11 Submission

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Initial Evaluation

Due Date: August 1, 2021

1. Do Report Students if:
   - Permission is received (student moves/testing incomplete)
   - Student is evaluated by outside evaluators
   - Student moves during the evaluation process
   - Student moves into district from another district or state
2. Dates of evaluations:
   - July 1, 2020 – June 30, 2021

Special Ed State Performance Plan, SD Department of Education

Logon (sd.gov)

Special Ed State Performance Plan, SD Department of Education

- Indicator 12 Submission

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Part C to B Transition

Due Date: September 1, 2021

1. Students included in Indicator 12:
   - Receiving Part C (Birth-3) services
   - Turned 3 between July 1, 2020 and June 30, 2021.
   - Permission was received
   - Student was evaluated by outside evaluators
   - Student moves during the evaluation process
   - Student moves into district from another district or state
2. Dates of evaluations:
   - July 1, 2020 – June 30, 2021

Indicator 14 – Appendix A

Students that have graduated, aged out, or dropped out this year

Enter data in LaunchPad -
https://apps.sd.gov/DP42LaunchPad/Logon.aspx

Two Options

- **May - June:**
  - Districts **may** enter student data
  - If you decide to enter data, you will need **enter all the data** (in Appendix A)
    - Demographic information
    - Part 2 data (IEP specific information)
    - Contact information for a family member or friend
- **August through September:**
  - Check demographic information
  - District will only need to enter Part 2 data and Family Contact Info
  - Does not override what districts have already put in
  - Final validation completed in Oct 1, 2019

Different login than Indicator 11-12

- Use the forgot password link
- If that doesn't work – contact Beth.Schiltz@state.sd.us

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PARENT SURVEYS

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- Parents need to complete and return by May 31, 2021
- Online survey link
  - https://www.surveymonkey.com/r/SDi8 (English), and
  - https://es.surveymonkey.com/r/SDi8S (Spanish)

More surveys needed? – sped director can contact jessica.ahlers@state.sd.us

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State Systemic Improvement Plan

Indicator 17

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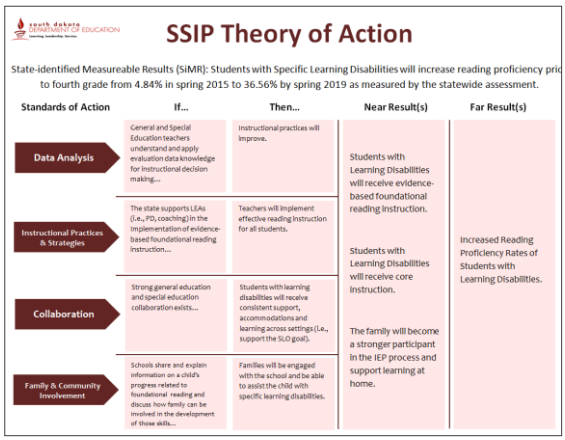
Indicator 17: State Systemic Improvement Plan (SSIP)

State-identified Measurable Result (SiMR):

Students with specific learning disabilities will increase reading proficiency entering fourth grade from 4.84% to 44.49% by spring 2020 as measured by statewide assessments.



SSIP Theory of Action

State-identified Measureable Results (SiMR): Students with Specific Learning Disabilities will increase reading proficiency pric to fourth grade from 4.84% in spring 2015 to 36.56% by spring 2019 as measured by the statewide assessment.

Standards of Action	If...	Then...	Near Result(s)	Far Result(s)
Data Analysis	General and Special Education teachers understand and apply evaluation data knowledge for instructional decision making...	instructional practices will improve.	Students with Learning Disabilities will receive evidence-based foundational reading instruction.	Increased Reading Proficiency Rates of Students with Learning Disabilities.
Instructional Practices & Strategies	The state supports LEAs (i.e., PD, coaching) in the implementation of evidence-based foundational reading instruction...	Teachers will implement effective reading instruction for all students.	Students with Learning Disabilities will receive core instruction.	
Collaboration	Strong general education and special education collaboration exists...	Students with learning disabilities will receive consistent support, accommodations and learning across settings (i.e., support the SLO goal).	The family will become a stronger participant in the IEP process and support learning at home.	
Family & Community Involvement	Schools share and explain information on a child's progress related to foundational reading and discuss how family can be involved in the development of those skills...	Families will be engaged with the school and be able to assist the child with specific learning disabilities.		

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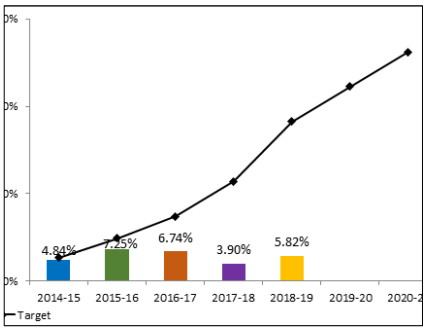
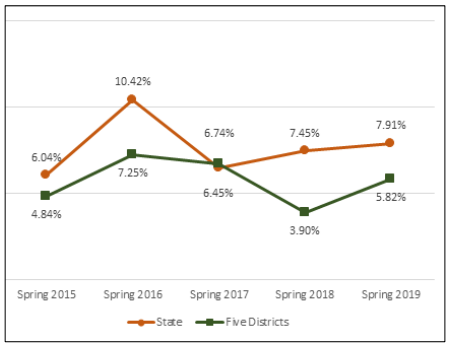
Indicator 17: State Systemic Improvement Plan (SSIP)

Results: Indicator 17 Results will be submitted to OSEP by April 1, 2021.

End of year student data (Grade 3 students with SLD)

- NOTE: No statewide assessment in Spring of 2020.





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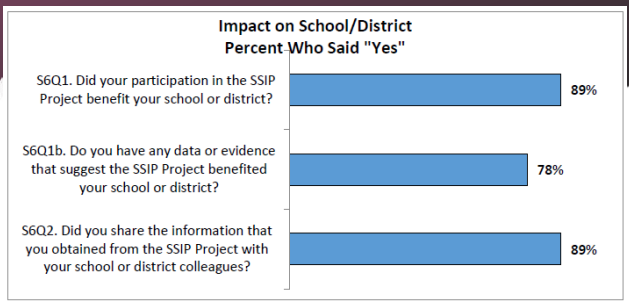
Indicator 17: State Systemic Improvement Plan (SSIP)

SSIP Results – School-Level Impact



Benefits on School/District:

- "It allowed us to adopt a different curriculum as a pilot program that we think better suits the needs of our students. Without this training, I would not have noticed the gaps in our past curriculum."

- "I felt like everyone had the same training and everyone is on the same page. The district also set aside time for collaboration between special education and general education teachers."

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Indicator 17: State Systemic Improvement Plan (SSIP)

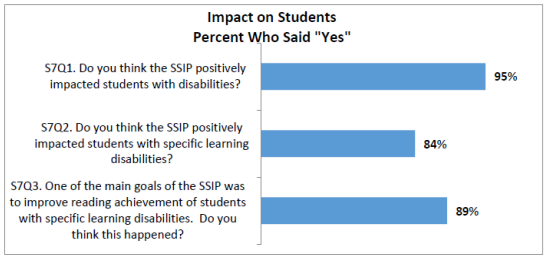
SSIP Results – Student-Level Impact

Positive Impacts on Students with Disabilities:

- *"It helped us identify the gaps in learning and our training has helped to align our curriculum to match our training."*
- *"I think it has helped to better target skills that students need and make them realize that everyone needs help with 1 skill or another – and there are other students that need help with the same skills. I think it makes the students feel like they are not they only one that needs help. It's been very positive for all students."*

Positive Impacts on Students with Specific Learning Disabilities:

- *"We have been able to identify and assessment the needs of students in pre-k and give them the individual support they require and I continue to see improvement and the students also gain confidence because of their improvements. We know how to identify better and what to do and give support where needed."*
- *"I think we have been closing the gap with students by assessing, qualifying and testing in a team approach because we are better able to target particular skill needs."*



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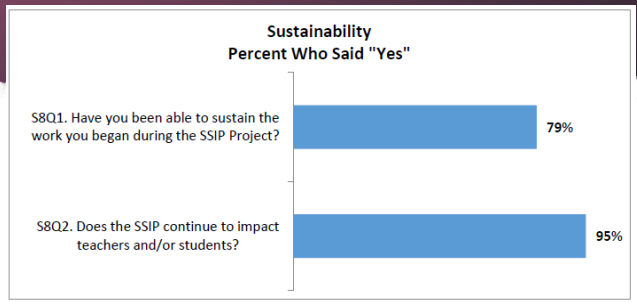
Indicator 17: State Systemic Improvement Plan (SSIP)

SSIP Results – Sustainability



Sustainability:

- *"I have been able to sustain because our school adopted curriculum that supports the foundational reading skills and the resources to continue to build on that foundational knowledge."*
- *"We sustain the project through weekly meetings, parent engagement, and the coaching to address the different pieces."*

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Indicator 17: State Systemic Improvement Plan (SSIP)

Next Steps

- Updated Target Setting and Theory of Action Development – February 2021.
  - Expand subgroup focus: Specific Learning Disability, Speech/Language, and Other Health Impairment
- Shift to providing coaching supports to SD MTSS districts beginning in 2021-2022 school year.
  - Systems Coaching and Instructional Coaching
  - Ongoing training in literacy and instructional strategies.
  - Emphasis on developing coaching sustainability in each district. (ex: peer coaching, leadership integration, shared coaches)

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State Performance Plan (SPP)/Annual Performance Report (Apr)

Newly Released Package FFY2020-25

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State Performance Plan (SPP)

- The Office of Special Education Programs released the 2020-2025 SPP package
  - The SPP package is a 6-year plan that is updated by OSEP and released to states for implementation
  - There are several changes to the indicators for the new package
  - A Stakeholder group will be formed in the summer and/or early fall to do a data drill down and determine new targets and baselines

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SPP

Indicator 1 Graduation

Current

- Percent of youth with IEPs graduating from high school with a regular diploma in 4 year

New

Percentage using the following

- Numerator: number of youth with IEPs (age 14-21) who exited special education due to graduating with a regular high school diploma
- Denominator: number of all youth with IEPs who left high school (age 14-21)

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SPP

Indicator 2
Drop Out

Current

- Students with IEPs in grades 7-12 who are enrolled as of Dec. 1 child count and dropped out (Exit Code 08) or Moved Not known to Continue (Exit Code 07).
- Students with IEPs in grades 7-12 who are enrolled as of Dec. 1 child count.

New

- States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.

55

SPP

Indicator 3
Assessment

Current

- Participation rate and proficiency rate: we used grades 3-8 and 11 to calculate.

New

- 3A: Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school.
- 3B:Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school.
- 3C(NEW) Proficiency rate percentage of students taking the alt assessment against alternate academic achievement standards.
- 3D: (NEW) Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

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SPP

Indicator 4A & 4B
Suspension/Expulsion

Current

- Measurement (4A): Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of students with IEPs for greater than 10 days (consecutive or accumulated) in a school year.
- Measurement (4B): Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of students with IEPs of greater than 10 days (consecutive or accumulated) in a school year for; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

New

- No change

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SPP

Indicator 5
Education Environments

Age 6-21 → Age 5 enrolled in JK or Kindergarten through 21

Current

Percent of children with IEPs aged 6 through 21 served:

A. Inside the regular class 80% or more of the day;
B. B. Inside the regular class less than 40% of the day; and
C. C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

New

Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

A. Inside the regular class 80% or more of the day;
B. Inside the regular class less than 40% of the day; and
C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

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SPP

Indicator 6
LRE Ages 3-5 in Preschool

Current Indicator 6

- Percent of Children with IEPS aged 3, 4, and 5 enrolled in a preschool program:
  - A. Receiving the majority of services in the regular early childhood program
  - B. Separate special education class, school or residential facility

Addition of B6 C = Home

- Receiving special education and related services in the home
- Formula:

  Percent = [(# of students ages 3, 4, and 5 with IEPs receiving services in the home) ÷ (total # of students ages 3, 4, and 5 with IEPs)] x 100

Exclusion:

- Students age 5 attending a Junior Kindergarten or Kindergarten

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SPP

Indicators 7-17

Current Indicator

- Measurement and data remain the same

Addition

- Indicator 8 and 14 must report on representativeness of responses
- All indicators will be reviewed during stakeholder meetings to set targets

60

Misc.

61

High School Exit Code Training

- **Training to include**
  - Explanation of Exit Codes
  - Where to find exit codes for special education and general ed (for Infinite Campus)
  - Where to put exit codes in Campus
  - How to check exit code data
- **Two trainings**
  - Thursday, April 29 – 3-4 PM CDT
  - Monday, May 3 – 3-4 PM CDT
- No registration required
- Meeting link will be sent out through the sped director's listserv

62

Advisory Panel Members Needed

- South Dakota Advisory Panel for Children with Disabilities (SDAPCD) is looking for 3 new members
  - Individual with a disability
  - District Administrator
  - Teacher
- How to become a member
  - Must submit application to Special Education Programs
  - Will begin membership as of July 1st, 2021, if membership is approved by Governor
  - SDAPCD meets quarterly and first meeting for new members will be in September 2021
- Please contact Wendy.Trujillo@state.sd.us for more information or an application

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Psychological Examiner Endorsement Requirements

Individual Education Program, SD Department of Education

Requirements/Task	Yes/No
A master's degree	Y- must have concentration of coursework in a psychological nature
Evaluates students to determine eligibility	Y – if meets the qualifications for the evaluation instruments for Level A and B evaluations
Administers IQ evaluations	**N** – must meet qualifications for the evaluation instruments for Level C evaluations
Allowed to practice in the educational setting	Y- under the supervision of a practicing school psychologist
Make interpretations of evaluations and write reports	**N** - not for Level C evaluations Y – if qualified to administer the evaluation – Level A or Level B evaluations
Sign evaluation reports	**N** - not for Level C evaluations Y – if qualified to administer the evaluation – Level A or Level B evaluations
Attend meetings and explain evaluation results	Y – may attend eligibility determination meetings/IEP meetings to explain student's evaluation results

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2021 Retirement Announcement

- Reva Sigle – Spearfish
- Deb Muilenburg-Wilson – Sioux Falls School District
- Jerry Aberle – Northeast Educational Cooperative
- Kathy Wagner – Yankton
- Kathy Wollmann – Menno
- Ann Larsen – SD Department of Education: Director of Educational Services and Supports

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Next SPED Director's Live Meeting

May 18, 2021
10am CT

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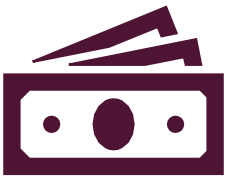

FFY 2021 IDEA PART B GRANT APPLICATION

APRIL, 2021

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NOTICE OF PUBLIC AVAILABILITY

https://doe.sd.gov/sped/

- Notice is hereby given that the Department of Education (DOE), Special Education Programs is making available for public review for 60 days, starting March 1, 2021, the Federal Fiscal Year (FFY) 2021 Grant Application under Part B of the Individuals with Disabilities Education Act (IDEA). The application is available here and the allocations are included on the interactive spreadsheet. The dollar amounts listed in the interactive spreadsheet are based on FFY 2020 allocations. The final budget submitted with South Dakota's application will be adjusted to reflect the FFY 2021 allocations when these amounts become available. If you are unable to view the application, copies may be obtained by contacting the SD DOE – Special Education Programs, Part B Annual State Application, 800 Governors Drive, Pierre, South Dakota, 57501.
- Written comments concerning the FFY 2021 Grant Application under Part B of the IDEA will be accepted for 30 calendar days from April 1, 2021 through May 1, 2021. Comments regarding the Part B IDEA application should be sent to Linda Turner, Part B Director, at Linda.Turner@state.sd.us or to the address above.

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TOTAL AWARD AMOUNT	$39,046,113
Maximum Available for Administration.	$1,112,729
How much do you want to set aside for Administration in dollars?	$1,112,729
Set Aside for other State-Level Activities	$3,344,625

FEDERAL APPLICATION 2021 (BASED ON 2020 ALLOCATION)

69

REQUIRED ACTIVITIES

- For monitoring, enforcement, and complaint investigation.
- To establish and implement the mediation process required by 20 U.S.C. 1415(e), including providing for the cost of mediators and support personnel.

- Ed Specialists (Accountability/ Monitoring)
- Complaint Investigators (TAESE)
- NEW: Accountability system

$911,104

- SD Parent Connection – Navigator Program
- Mediators and IEP Facilitators (TAESE)

$164,152

70

AUTHORIZED ACTIVITIES

- For support and direct services, including technical assistance, personnel preparation, and professional development and training.

- Center for Disability
  - Sped Conference
  - Autism Team Building
  - Autism Summer Program
- MTSS – RtI
- DSS Auxiliary placement child count
- Summer Conference
- General PD and Speakers
- TAESE
  - Law Conference
  - Meeting facilitation
  - General PD
- Part C Summer Services

$1,240,323

71

AUTHORIZED ACTIVITIES

- To assist LEAs in providing positive behavioral interventions and supports and appropriate mental health services for children w/ disabilities.

- PBIS

$308,809

72

AUTHORIZED ACTIVITIES

- To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children w/disabilities.

- RDA work (BHSSC)
- IEP Workshops

$257,975

73

AUTHORIZED ACTIVITIES

- To support paperwork reduction activities, including expanding the use of technology in the IEP process.

- IEPq
- National Student Clearinghouse

$40,767

74

AUTHORIZED ACTIVITIES

- Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children w/disabilities to postsecondary activities.

- TSLP – Voc.Rehab.
- BHSU - Indicator 14
- Mary Kampa - data analysis site
- National Clearing House Data

$336,495

75

AUTHORIZED ACTIVITIES

- Alternative programming for children w/ disabilities who have been expelled from school, and services for children w/disabilities in correctional facilities, children enrolled in State-operated or State-supported schools.

- DOC
- SDSBVI & SDSD

$85,000

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AUTHORIZED ACTIVITIES

- To provide technical assistance to schools and local educational agencies, and direct services, including supplemental educational services as defined in Section 1116(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section 1116 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State under Section 1111(b)(2)(G) the Elementary and Secondary Education Act of 1965.

$0

77

AUTHORIZED ACTIVITIES

$0

- To assist LEAs in meeting personnel shortages.
- To improve the use of technology in the classroom by children w/disabilities to enhance learning.
- To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.
- To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities.
- High Cost Fund

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ESTIMATED AMERICAN RESCUE PLAN (ARP) IDEA SUPPLEMENTAL GRANT ALLOCATIONS

MARCH 11, 2021

- 3rd Set of COVID Funding Approved
- IDEA grant awards as supplemental FFY 2021 funds:
  - **IDEA Part B, 611 -** $2.5 billion
  - **IDEA Part B, 619 -** $200 million
  - **IDEA Part C -** $250 million

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ESTIMATED AMERICAN RESCUE PLAN (ARP) IDEA SUPPLEMENTAL GRANT ALLOCATIONS

MARCH 11, 2021

State	Part B Grants to States (Section 611)	Part B Preschool Grants (Section 619)	Part C Grants for Infants and Families
South Dakota	$8,428,174	$746,270	$1,040,479

- Waiting on additional guidance from OSEP
  - How will funds be allocated? Anticipate process will be similar to flow through funds. State will retain portion for admin and programming and majority will flow to districts.
  - Will this impact district maintenance of effort? Anticipate it will be similar to how ARRA funds were treated.
  - https://www2.ed.gov/policy/speced/leg/arp/index.html
  - https://ideadata.org/sites/default/files/media/documents/2017-09/moe-ceis_decisiontree_formoe_reduction_v.pdf

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